



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 31521339
SAU: RSU 01
School: Phippsburg Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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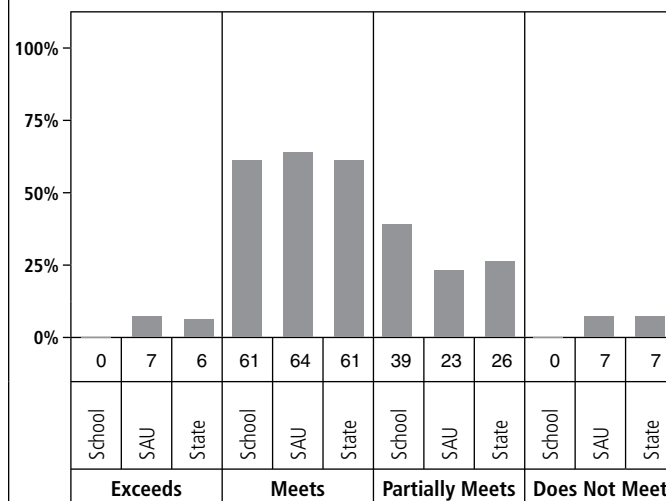
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: RSU 01
School: Phippsburg Elementary School

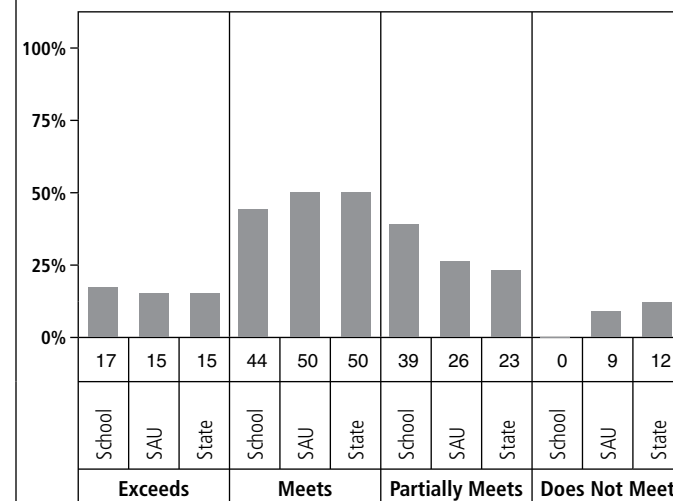
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading 2006–2007 2007–2008 2008–2009 Cum. Avg.*	543 546 544 544	546	544 545 546 545
Mathematics 2006–2007 2007–2008 2008–2009 Cum. Avg.*	546 550 548 548	546	546 546 547 546
Science 2008–2009 **	543	544	543

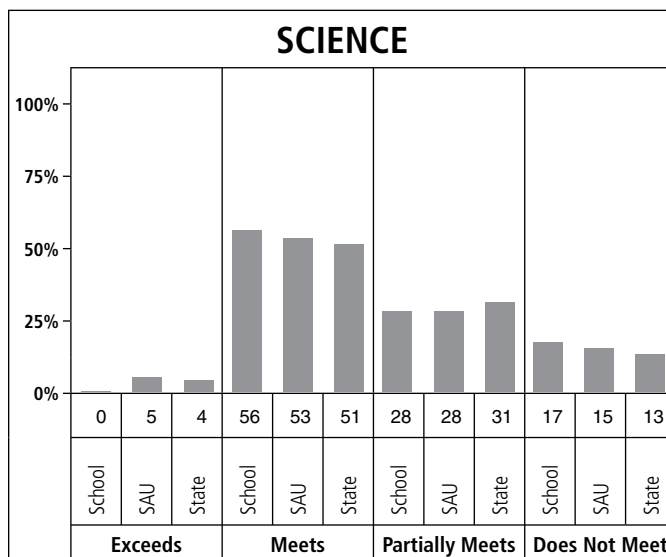
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: RSU 01
School: Phippsburg Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%		%		%		%		%		%		%		%		%		%		%		%	
Total number of students	18	100	151	100	14212	100	18	100	151	100	14135	100	18	100	151	100	14144	100	18	100	151	100	14137	100
Ethnicity African American/Black	0	0	6	4	397	3	0	0	6	100	388	98	0	0	6	100	393	99	0	0	6	100	389	98
American Indian or Native Alaskan	0	0	2	1	110	1	0	0	2	100	110	100	0	0	2	100	110	100	0	0	2	100	110	100
Asian or Pacific Islander	1	6	3	2	259	2	1	100	3	100	253	98	1	100	3	100	258	100	1	100	3	100	257	99
Hispanic	1	6	5	3	175	1	1	100	5	100	172	99	1	100	5	100	172	99	1	100	5	100	173	99
Caucasian/White	16	89	135	89	13271	93	16	100	135	100	13212	100	16	100	135	100	13211	100	16	100	135	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	2	11	20	13	2479	17	2	100	20	100	2454	100	2	100	20	100	2455	100	2	100	20	100	2451	99
Current LEP	0	0	2	1	374	3	0	0	2	100	359	96	0	0	2	100	370	99	0	0	2	100	366	98
Economically disadvantaged	3	17	60	40	5848	41	3	100	60	100	5815	100	3	100	60	100	5819	100	3	100	60	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%		%		%		%		%		%		%		%		%	
Participation without accommodations	17	94	121	80	10849	76	17	94	121	80	10872	76	17	94	121	80	10976	77
Identified disability (PET/IEP)	1	6	3	2	298	3	1	6	3	2	307	3	1	6	3	2	338	3
LEP	0	0	1	1	170	2	0	0	1	1	169	2	0	0	1	1	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	1	6	30	20	3122	22	1	6	30	20	3124	22	1	6	30	20	3019	21
Identified disability (PET/IEP)	1	100	17	57	1992	64	1	100	17	57	2000	64	1	100	17	57	1971	65
LEP	0	0	1	3	184	6	0	0	1	3	196	6	0	0	1	3	184	6
504 plan	0	0	1	3	84	3	0	0	1	3	86	3	0	0	1	3	81	3
Other	0	0	11	37	907	29	0	0	11	37	886	28	0	0	11	37	826	27
Participation through alternate assessment (PAAP)	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: RSU 01
School: Phippsburg Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	0	0			702	5
	2007-2008	0	0			659	5
	2008-2009	0	0	10	7	836	6
	Cum. Total*	0	0			2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	15	63			7730	55
	2007-2008	13	81			8195	58
	2008-2009	11	61	96	64	8495	61
	Cum. Total*	39	67			24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	5	21			4182	30
	2007-2008	2	13			3800	27
	2008-2009	7	39	35	23	3667	26
	Cum. Total*	14	24			11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	4	17			1419	10
	2007-2008	1	6			1362	10
	2008-2009	0	0	10	7	973	7
	Cum. Total*	5	9			3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	30.2	62.9	31.0	64.6	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	14.7	61.3	15.3	63.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.5	64.6	15.8	65.8	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: RSU 01
 School: Phippsburg Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	18	0	0	11	61	7	39	0	0	544	151	7	64	23	7	546	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										6	17	50	33	0	548	381	2	44	31	23	540
American Indian or Native Alaskan	0										2						110	0	48	38	14	541
Asian or Pacific Islander	1										3						252	11	58	21	11	547
Hispanic	1										5	0	60	20	20	542	166	4	54	32	10	543
Caucasian/White	16	0	0	10	63	6	38	0	0	545	135	7	64	23	7	546	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	2										20	0	30	35	35	536	2290	0	29	47	23	537
No	16	0	0	11	69	5	31	0	0	545	131	8	69	21	2	548	11681	7	67	22	4	548
Current LEP																						
Yes	0										2						354	1	35	34	30	538
No	18	0	0	11	61	7	39	0	0	544	149	7	64	23	6	546	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	3										60	2	62	25	12	543	5716	2	51	35	12	542
No	15	0	0	9	60	6	40	0	0	544	91	10	65	22	3	548	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	18	0	0	11	61	7	39	0	0	544	151	7	64	23	7	546	13963	6	61	26	7	546
Gender																						
Female	11	0	0	7	64	4	36	0	0	543	76	11	68	16	5	548	6882	8	62	24	6	547
Male	7	0	0	4	57	3	43	0	0	546	75	3	59	31	8	544	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										10	0	50	40	10	539	1914	1	41	44	14	540
No	18	0	0	11	61	7	39	0	0	544	141	7	65	22	6	547	12057	7	64	23	6	547
Gifted/talented program																						
Yes	2										14	43	57	0	0	558	450	26	72	2	0	557
No	16	0	0	9	56	7	44	0	0	544	137	3	64	26	7	545	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: RSU 01
School: Phippsburg Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										3	0	100	0	0	546	4	2	40	34	24	540
B. less than one hour	89	0	0	10	63	6	38	0	0	545	79	7	61	24	8	546	70	6	63	26	6	546
C. one to two hours	11	0	0	1	50	1	50	0	0	540	17	8	64	28	0	547	24	7	61	26	6	546
D. more than two hours	0										1	0	100	0	0	549	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	56	0	0	7	70	3	30	0	0	546	47	14	72	10	4	550	36	10	67	18	5	549
B. good	33	0	0	4	67	2	33	0	0	545	37	0	60	33	7	544	47	5	62	27	6	546
C. fair	6	0	0	0	0	1	100	0	0	540	13	0	58	32	11	543	15	2	47	40	12	541
D. poor	6	0	0	0	0	1	100	0	0	532	3	0	0	80	20	534	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	39	0	0	4	57	3	43	0	0	544	33	12	61	20	6	547	31	9	65	20	5	548
B. They match some of what I have learned.	44	0	0	6	75	2	25	0	0	545	57	3	67	22	7	546	55	5	63	27	5	546
C. They match just a little of what I have learned.	11	0	0	0	0	2	100	0	0	537	7	10	50	40	0	546	10	3	45	38	14	542
D. There is no match.	6	0	0	1	100	0	0	0	0	554	3	0	40	40	20	541	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	33	0	0	3	50	3	50	0	0	543	15	0	59	32	9	542	16	3	49	32	15	542
B. about the same as my regular schoolwork	44	0	0	6	75	2	25	0	0	545	55	6	64	23	7	546	64	7	63	25	5	547
C. easier than my regular schoolwork	22	0	0	2	50	2	50	0	0	545	30	11	64	20	4	548	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	17	0	0	0	0	3	100	0	0	535	9	0	29	50	21	537	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	28	0	0	4	80	1	20	0	0	547	43	3	59	30	8	544	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	56	0	0	7	70	3	30	0	0	546	48	11	75	13	1	550	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	22	0	0	2	50	2	50	0	0	546	29	12	77	9	2	550	20	10	64	21	5	548
B. 20 minutes to an hour	72	0	0	9	69	4	31	0	0	544	57	3	65	24	7	545	56	7	65	24	5	547
C. less than 20 minutes	6	0	0	0	0	1	100	0	0	540	8	8	42	50	0	545	10	3	52	33	12	543
D. I rarely read at home.	0										6	11	11	44	33	539	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	12	0	0	0	0	2	100	0	0	537	17	4	56	32	8	544	25	3	53	33	11	543
B. six to ten pages	24	0	0	1	25	3	75	0	0	539	25	11	46	35	8	544	26	6	61	26	7	546
C. eleven or more pages	65	0	0	9	82	2	18	0	0	547	58	6	73	17	5	548	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										50	0	0	0	100	530						
B.	0										50	0	0	100	0	540						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: RSU 01
School: Phippsburg Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	3	13			1711	12
	2007-2008	1	6			1617	12
	2008-2009	3	17	23	15	2119	15
	Cum. Total*	7	12			5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	10	42			6778	48
	2007-2008	12	75			7284	52
	2008-2009	8	44	76	50	7046	50
	Cum. Total*	30	52			21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	8	33			3884	28
	2007-2008	2	13			3341	24
	2008-2009	7	39	39	26	3193	23
	Cum. Total*	17	29			10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	3	13			1683	12
	2007-2008	1	6			1778	13
	2008-2009	0	0	13	9	1638	12
	Cum. Total*	4	7			5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	25.7	53.5	25.4	52.9	25.5	53.1
A. Number	18	38	10.3	57.2	10.2	56.7	9.8	54.4
B. Data	10	21	5.4	54.0	5.3	53.0	5.2	52.0
C. Geometry	10	21	4.4	44.0	4.5	45.0	4.7	47.0
D. Algebra	10	21	5.6	56.0	5.5	55.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: RSU 01
 School: Phippsburg Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	18	3	17	8	44	7	39	0	0	548	151	15	50	26	9	546	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										6	17	33	33	17	545	385	6	35	28	30	537
American Indian or Native Alaskan	0										2						110	5	42	34	20	540
Asian or Pacific Islander	1										3						257	19	50	20	12	548
Hispanic	1										5	20	40	20	20	545	166	9	43	31	17	543
Caucasian/White	16	3	19	7	44	6	38	0	0	548	135	16	50	27	8	547	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	2										20	5	25	35	35	532	2307	3	32	32	33	536
No	16	3	19	8	50	5	31	0	0	549	131	17	54	24	5	549	11689	17	54	21	8	549
Current LEP																						
Yes	0										2						365	5	33	30	32	536
No	18	3	17	8	44	7	39	0	0	548	149	15	51	26	7	547	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	3										60	7	45	30	18	540	5731	7	46	29	18	542
No	15	3	20	6	40	6	40	0	0	548	91	21	54	23	2	551	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	18	3	17	8	44	7	39	0	0	548	151	15	50	26	9	546	13988	15	50	23	12	547
Gender																						
Female	11	0	0	5	45	6	55	0	0	542	76	16	50	28	7	547	6889	14	51	23	12	546
Male	7	3	43	3	43	1	14	0	0	556	75	15	51	24	11	546	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										10	0	10	60	30	532	1918	3	39	36	22	539
No	18	3	17	8	44	7	39	0	0	548	141	16	53	23	7	547	12078	17	52	21	10	548
Gifted/talented program																						
Yes	2										14	57	43	0	0	562	450	64	34	2	0	564
No	16	1	6	8	50	7	44	0	0	545	137	11	51	28	9	545	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 5
 SAU: RSU 01
 School: Phippsburg Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										3	0	50	25	25	540	4	8	38	26	28	539
B. less than one hour	89	3	19	7	44	6	38	0	0	548	79	15	51	25	8	546	70	15	52	23	10	547
C. one to two hours	11	0	0	1	50	1	50	0	0	542	17	16	52	24	8	548	24	15	51	23	11	547
D. more than two hours	0										1	50	0	50	0	553	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	39	3	43	3	43	1	14	0	0	557	34	33	43	18	6	552	34	28	50	14	8	552
B. good	39	0	0	3	43	4	57	0	0	542	39	9	57	26	9	545	45	11	54	24	10	546
C. fair	17	0	0	2	67	1	33	0	0	543	22	3	58	30	9	543	18	3	45	33	19	540
D. poor	6	0	0	0	0	1	100	0	0	536	5	0	25	50	25	533	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	44	3	38	3	38	2	25	0	0	554	46	20	54	25	1	551	38	22	52	19	7	550
B. They match some of what I have learned.	44	0	0	4	50	4	50	0	0	544	45	12	47	26	15	544	48	12	53	24	11	546
C. They match just a little of what I have learned.	6	0	0	0	0	1	100	0	0	532	7	10	50	30	10	544	11	6	40	30	24	540
D. There is no match.	6	0	0	1	100	0	0	0	0	548	2	0	67	0	33	532	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	25	0	0	2	50	2	50	0	0	546	20	13	43	27	17	544	17	7	42	30	21	540
B. about the same as my regular schoolwork	56	0	0	5	56	4	44	0	0	543	59	12	59	22	7	546	64	15	53	23	10	547
C. easier than my regular schoolwork	19	2	67	1	33	0	0	0	0	559	21	23	39	32	6	548	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	6	0	0	0	0	1	100	0	0	540	2	0	33	33	33	537	7	6	39	27	27	539
B. 30–45 minutes	22	1	25	1	25	2	50	0	0	552	27	7	39	34	20	541	28	9	49	28	15	544
C. 45–60 minutes	50	0	0	5	56	4	44	0	0	543	50	13	55	27	5	546	41	17	53	21	9	548
D. more than 60 minutes	22	2	50	2	50	0	0	0	0	556	21	32	58	10	0	555	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	44	2	25	3	38	3	38	0	0	551	13	16	37	26	21	542	6	14	43	24	20	543
B. two or three days a week	39	0	0	5	71	2	29	0	0	545	43	15	55	22	8	546	24	17	52	21	10	548
C. two or three times each month	6	0	0	0	0	1	100	0	0	536	33	8	55	31	6	547	33	17	52	21	9	548
D. never or almost never	11	1	50	0	0	1	50	0	0	551	11	35	35	24	6	551	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	28	0	0	2	40	3	60	0	0	542	25	5	50	34	11	542	23	13	47	26	15	545
B. two or three days a week	28	1	20	2	40	2	40	0	0	547	36	22	54	20	4	550	31	17	52	21	10	548
C. two or three times each month	28	1	20	3	60	1	20	0	0	550	19	14	55	24	7	549	27	17	52	21	10	548
D. never or almost never	17	1	33	1	33	1	33	0	0	553	19	17	41	24	17	542	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										50	0	0	0	100	500						
B.	0										50	0	100	0	0	548						
C.	0										0											
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: RSU 01
School: Phippsburg Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	0	0	7	5	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	10	56	80	53	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	5	28	42	28	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	3	17	22	15	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	29.3	61.0	29.4	61.3	29.2	60.8
D. The Physical Setting	24	50	13.0	54.2	13.0	54.2	12.9	53.8
E. The Living Environment	24	50	16.3	67.9	16.4	68.3	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: RSU 01
School: Phippsburg Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	18	0	0	10	56	5	28	3	17	543	151	5	53	28	15	544	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										6	0	67	17	17	543	382	2	31	32	35	535
American Indian or Native Alaskan	0										2						110	3	36	35	26	538
Asian or Pacific Islander	1										3						256	5	51	27	17	542
Hispanic	1										5	20	20	40	20	544	167	1	40	37	22	539
Caucasian/White	16	0	0	8	50	5	31	3	19	542	135	4	53	28	14	544	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	2										20	0	30	25	45	534	2309	2	29	39	29	536
No	16	0	0	9	56	5	31	2	13	544	131	5	56	28	10	545	11686	5	56	30	10	545
Current LEP																						
Yes	0										2						361	1	23	32	44	533
No	18	0	0	10	56	5	28	3	17	543	149	5	54	28	13	544	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	3										60	2	42	37	20	539	5729	2	42	37	20	539
No	15	0	0	8	53	4	27	3	20	543	91	7	60	22	11	547	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	18	0	0	10	56	5	28	3	17	543	151	5	53	28	15	544	13987	4	51	31	13	543
Gender																						
Female	11	0	0	4	36	4	36	3	27	539	76	4	54	25	17	543	6886	4	49	33	14	542
Male	7	0	0	6	86	1	14	0	0	550	75	5	52	31	12	544	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										10	0	0	90	10	533	1917	1	31	41	28	536
No	18	0	0	10	56	5	28	3	17	543	141	5	57	23	15	544	12078	5	55	30	11	544
Gifted/talented program																						
Yes	2										14	7	93	0	0	556	450	25	72	2	1	557
No	16	0	0	8	50	5	31	3	19	542	137	4	49	31	16	542	13545	4	51	32	13	543

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: RSU 01
School: Phippsburg Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										3	0	75	0	25	540	4	2	37	35	25	538
B. less than one hour	89	0	0	10	63	4	25	2	13	544	79	4	54	28	14	543	70	4	53	31	12	544
C. one to two hours	11	0	0	0	0	1	50	1	50	534	17	8	48	32	12	545	24	5	51	31	12	544
D. more than two hours	0										1	0	50	50	0	546	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	22	0	0	2	50	2	50	0	0	546	29	14	68	14	5	550	26	7	56	26	11	545
B. good	67	0	0	8	67	3	25	1	8	545	53	1	51	35	13	542	53	4	53	31	11	544
C. fair	6	0	0	0	0	0	0	1	100	524	15	0	35	30	35	536	18	2	41	39	17	540
D. poor	6	0	0	0	0	0	0	1	100	528	3	0	50	25	25	543	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	28	0	0	4	80	1	20	0	0	548	23	6	68	24	3	548	23	5	56	28	11	544
B. They match some of what I have learned.	50	0	0	5	56	3	33	1	11	544	52	4	57	29	10	545	48	5	52	31	12	544
C. They match just a little of what I have learned.	22	0	0	1	25	1	25	2	50	535	23	6	31	31	31	536	23	4	49	33	14	543
D. There is no match.	0										2	0	67	0	33	545	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	28	0	0	1	20	3	60	1	20	538	24	8	44	28	19	542	23	5	48	31	16	543
B. about the same as my regular schoolwork	72	0	0	9	69	2	15	2	15	545	55	1	50	34	15	542	58	4	52	32	12	543
C. easier than my regular schoolwork	0										21	10	71	13	6	549	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	22	0	0	1	25	2	50	1	25	540	23	6	59	24	12	545	33	5	51	31	14	543
B. a few times a week	72	0	0	9	69	3	23	1	8	546	60	6	53	29	12	544	45	4	52	32	11	544
C. once a week	6	0	0	0	0	0	0	1	100	528	7	0	55	27	18	543	8	4	50	30	16	542
D. a few times a month	0										10	0	47	27	27	538	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	28	0	0	3	60	2	40	0	0	547	21	3	52	32	13	543	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	39	0	0	6	86	1	14	0	0	548	28	2	50	31	17	542	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	11	0	0	1	50	1	50	0	0	544	22	6	55	30	9	545	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	22	0	0	0	0	1	25	3	75	530	29	7	57	20	16	545	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	78	0	0	8	57	5	36	1	7	545	63	4	59	28	10	545	47	4	51	32	12	543
B. a few times a month	22	0	0	2	50	0	0	2	50	539	24	6	44	31	19	542	27	5	54	30	11	544
C. once a month	0										7	0	55	18	27	538	10	5	49	30	15	543
D. never or almost never	0										6	11	33	33	22	542	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	50	0	0	4	44	3	33	2	22	541	61	6	56	25	14	545	46	4	52	32	12	543
B. a few times a month	33	0	0	4	67	1	17	1	17	545	23	3	52	36	9	542	28	5	53	30	12	544
C. once a month	6	0	0	1	100	0	0	0	0	552	10	0	50	14	36	536	11	4	47	34	15	542
D. never or almost never	11	0	0	1	50	1	50	0	0	544	6	0	33	56	11	539	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										50	0	0	0	100	520						
B.	0										50	0	100	0	0	558						
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number